

Test

Administration

Directions



January 29, 2015



AMP IT UP DAY! TEST ADMINISTRATION DIRECTIONS

This document is a step-by-step guide for educators who will be administering the AMP It Up! Day practice test to students on January 29, 2015. This may include teachers, paraprofessionals, aides, or other district employees.

Table of Contents

AMP IT UP! DAY OVERVIEW	3
AMP IT UP! DAY TEST SPECIAL CONSIDERATIONS	4
THE PNP, TESTLETS, & AMP IT UP DAY	4
AMP IT UP! DAY – JANUARY 29 - RESPONSIBILITIES	5
TEACHER CHECKLIST	6
TEST ADMINISTRATOR CHECKLIST	6
STUDENT CHECKLIST	6
AMP IT UP! DAY TEST ADMINISTRATION DIRECTIONS	7
VISUALS OF AMP TOOLS AND SCREENS FOR TEACHER REFERENCE	15
GRADE LEVEL / ITEM	20
TEST ROOM POSTER	21
REVIEW SCREEN	22
MAC / PC KITE CLIENT	23
IPAD KITE CLIENT	24
CHROMEBOOKS KITE CLIENT	25
AMP IT UP! DAY HELP	26
AMP EDUCATOR RESOURCES	27
ANSWER KEYS	28

AMP It Up! DAY OVERVIEW

On AMP It Up! Day, schools in Alaska will work together with the Achievement and Assessment Institute (AAI) to simulate computer-based summative testing conditions for one day. The simulation will provide information on each building's internet connectivity and the performance of AAI servers.

Additionally, AMP It Up! Day will allow building personnel to practice summative testing procedures such as prepping devices, scheduling test sessions, printing tickets, troubleshooting problems, and getting support from the AAI Help Desk. The experience will help everyone prepare for the opening of the computer-based assessment window on March 30, 2015.

The purpose of AMP It Up! Day is to evaluate the performance of the technology. Therefore, the following unique circumstances apply to AMP It Up! Day Tests:

- Tests used on AMP It Up! Day include the same items as the technology practice tests currently available. These short tests include a high percentage of technology-enhanced items, which require more bandwidth.
- Scores will not be reported back to students or teachers. However, answer pages are provided to teachers to use with students.
- To simulate maximum bandwidth use, text-to-speech audio will be automatically enabled for all students on AMP It Up! Day only. (For the spring summative assessment, text-to-speech will be available only to students with a documented need who have the accommodation selected in their Personal Needs Profile).
- Teachers and students are encouraged to talk about the test questions and to try out all the tools while taking the test.

Alaska Measures of Progress, or AMP, is Alaska's new custom assessment. It measures students' mastery of the Alaska English Language Arts and Mathematics Standards adopted in 2012. The AMP assessment replaces the SBAs and will be administered for the first time this spring.

The Achievement and Assessment Institute (AAI) based at the University of Kansas is the test developer for the AMP assessments. <http://akassessments.org/>

For more information on AMP, select the purple star on the Alaska Department of Education homepage. <http://education.alaska.gov/>

AMP It Up! Day Test Special Considerations

- Teachers, paraprofessionals, or other school staff may act as the test administrator/proctor for the AMP It Up! Day assessment. (For the summative AMP assessment the test administrator/proctor must be a trained district employee.)
- Students should take the AMP It Up! Day tests on the same devices they use for instruction and that will be used for the summative AMP assessment.
- Students should be encouraged to try out all the tools, including playing the audio for test items, in order to maximize bandwidth load. This requires students to have headphones or earbuds (students can bring their own).
- The basic four-function calculator will be available on the AMP It Up! Day tests for grades 6-10. The TI 30XS scientific calculator will be available for grades 6-8 and the TI-84 graphing calculator will be available for grades 9-10.
- This is not a secure assessment. EED encourages teachers to discuss the technology and the items with students as they take the AMP It Up! Day tests.
- The directions on the AMP It Up! Day test, on the first page and for each item, are longer than they will be for the summative assessment. This is because the directions include information about the technology on this assessment. On the summative these directions will be accessed as needed by selecting the question mark icon.

The PNP, Testlets, & AMP It Up Day

In an effort to test maximum bandwidth use, text-to-speech audio will be automatically enabled for all students on AMP It Up! Day. Just before AMP It Up! Day, AAI will save all PNP data and then temporarily change all PNPs to allow text-to-speech audio during the test. After AMP It Up! Day, AAI will return all PNPs to their existing settings.

Districts should not make changes to any student's PNP during the week of January 26-31, 2015. Any changes made to PNPs during this week will not be saved. Additionally, EED strongly recommends that teachers do not access the formative testlets during this week, as students' PNP settings will not be personalized.

AMP It Up! Day – JANUARY 29 - RESPONSIBILITIES

Person responsible	Tasks	Notes
Building test coordinator	<ul style="list-style-type: none"> • Provide the AMP It Up! Day Schedule • Ensure all test administrators have tickets for test sessions • Be available to assist with any issues. 	
Building test coordinator and/or building technology coordinator	<ul style="list-style-type: none"> • Prepare the computer testing room • Check that all monitors, mice, headphones, etc. are available and in working order • Set the volume on devices prior to launching the KITE test engine • Post AMP It Up! Day testing sign • Post local support contact information and AMP Help Desk information 	EED recommends all students use earbuds or headphones. If allowed locally, students may use their own. If headphones are not being used, the device volume should be set on mute prior to launching the KITE test engine.
Test administrator	<ul style="list-style-type: none"> • Follow instructions in the AMP It Up! Day Test Administration Directions (TAD). • Assist students with understanding how to use the tools and answer the technology-enhanced items. 	Teachers, paraprofessionals, or other school staff may act as the test administrator/proctor for the AMP It Up! Day Assessment. (For the summative AMP assessment, the test administrator/proctor must be a trained district employee.)
Building test coordinator and/or building technology coordinator	<ul style="list-style-type: none"> • Assist test administrators in solving any problems that occur. 	Follow district problem escalation procedures if issues occur while testing. When necessary, building and district test coordinators should contact the AMP Help Desk at amp_support@ku.edu or toll free 855.277.9752.
<p>It is important to report all problems encountered to the AMP Help Desk so that solutions can be found before the computer-based assessment window opens at the end of March.</p> <p>Possible issues include difficulty with logins, tests loading slowly or improperly, or disconnections from the AAI servers. AMP Technical Support will be able to determine whether the problem is related to AAI servers, local bandwidth, firewalls, or other sources.</p>		

TEACHER CHECKLIST

BEFORE AMP IT UP! DAY

- ☐ Log in to the KITE test engine and take the Technology Practice Test for your grade level.
- ☐ Talk with students about the AMP It Up! Day tests before January 29.
- ☐ IMPORTANT: Show students the AMP Tutorials so that they understand how to use the AMP Universal Tools. The four AMP tutorials are available at (<http://education.alaska.gov/akassessments/#c3gtabs-amp> See #5)

TEST ADMINISTRATOR CHECKLIST

BEFORE AMP IT UP! DAY

- ☐ Read through AMP It Up! Day Test Administration Directions prior to January 29.
- ☐ Review the answers to the questions on the test(s) your students will be taking.
- ☐ Ask your building test coordinator about procedures for reporting problems and getting help.
- ☐ Check on the testing schedule for your group.
- ☐ Ensure that you have tickets for all students in your group.
 - Optional: highlight the username and password on each ticket. This may be helpful for younger students who are unfamiliar with the process of logging in to a program.
- ☐ Decide how you might interact with students while they participate in the AMP It Up! Day tests:
 - The test will not provide students with feedback on whether their answer is correct. How might you provide this feedback to students?
 - Will you allow students to help each other use technology and/or answer questions?

ON AMP IT UP! DAY

- ☐ Bring your tickets and this TAD to your test session.
- ☐ Check that the testing room and devices (and all additional hardware like headphones and mice) are set up and in working order.
- ☐ Bring scratch paper and pencils for students to use.
- ☐ Set device volume PRIOR to opening the KITE Client.
- ☐ Encourage students to use all available tools during testing.
- ☐ Answer student questions and encourage students to help each other to learn the new test system.

STUDENT CHECKLIST

- ☐ Bring headphones/earbuds so I can listen to the computer voice on the AMP It Up! Day tests.
- ☐ Watch the AMP Tool Tutorials so I know how the tools work.
- ☐ Ask my teacher for help when I'm confused.
- ☐ Remember this is a practice test and I'm helping my school get ready.
- ☐ Try out all the tools!

AMP It Up! Day Test Administration DIRECTIONS

Note: text in [brackets] is optional or applies to specific devices/circumstances.

1. Post the AMP It Up! Day Testing poster on the door of the testing room.
2. Have students take their seats at their computers [hand out devices].
3. SAY

Today we are going to take a practice test that helps you and our school get ready for the new test at the end of the year. This test will not be scored and it doesn't count for your grade. It is just for practice.

[I need to tell you a lot of directions. Please keep your hands off your computer/tablet until I tell you it is okay to begin. Sometimes you may need to wait for everyone to finish a task. Please keep your hands off your computer until we are all ready.]

The practice test you are going to take is for grades [3-5; 6-8; 9-10]. Some of the questions might be hard for you and some of them might be easy. Because this is a practice test I can help you figure out the answer [or you can ask your neighbor for help].

This special practice test has all the Universal Tools we talked about in the classroom. It also has a special tool that reads the questions and answer choices to you. I'd like you to listen to as many of the items as you can so we can see how well that tool works.

First I will pass out your test ticket. Next we will all open the KITE Client and log in to the test. Then we will read the directions together before you begin testing.

First, please make sure that your headphones [earbuds] are plugged into your [computer; tablet]. Set the volume at a level that is comfortable to you. You will not be able to change the volume after you begin the test.

Check to be sure that students have successfully adjusted the volume.

4. SAY

Each of you will have one ticket. When I hand you your ticket, please find your username and your password. [Carefully circle your username and password].

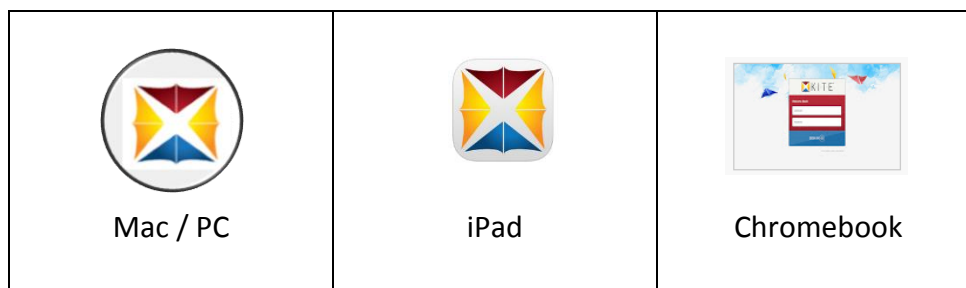
Pass out the tickets. [note: you may want to highlight the username and password for students prior to the testing session.]

Ticket example:

State ID: 1222 Grouping 1: Grouping 2: Name: Johnson, Amber Username: ambe.john Password: blue1 Test Collection: 3ELA_TestKite Test Form: 3 rd Grade ELA KITE Test Test Section: Section 1 Ticket Number: N/A	The student's full name.	Username: ambe.john	Usersnames follow the pattern (first 4 letters of first name) (period) (first 4 letters of last name) and may contain a “#” at the end to ensure it is unique. For example, kari.quin# or eliz.davi. A student’s username remains the same while enrolled in an Alaska public school.
		Password: blue1	Passwords are 4-letter familiar words and a number. Passwords remain the same for a school year.

5. SAY

Open the KITE Client on your [computer; tablet]. It looks like this [hold up picture of icon; see tools in back of TAD for full size images]. [Double click; Tap] on the icon to open it.



6. SAY

You will see a red and blue box that says KITE and “Welcome Back” at the top with a space to type your username and your password.

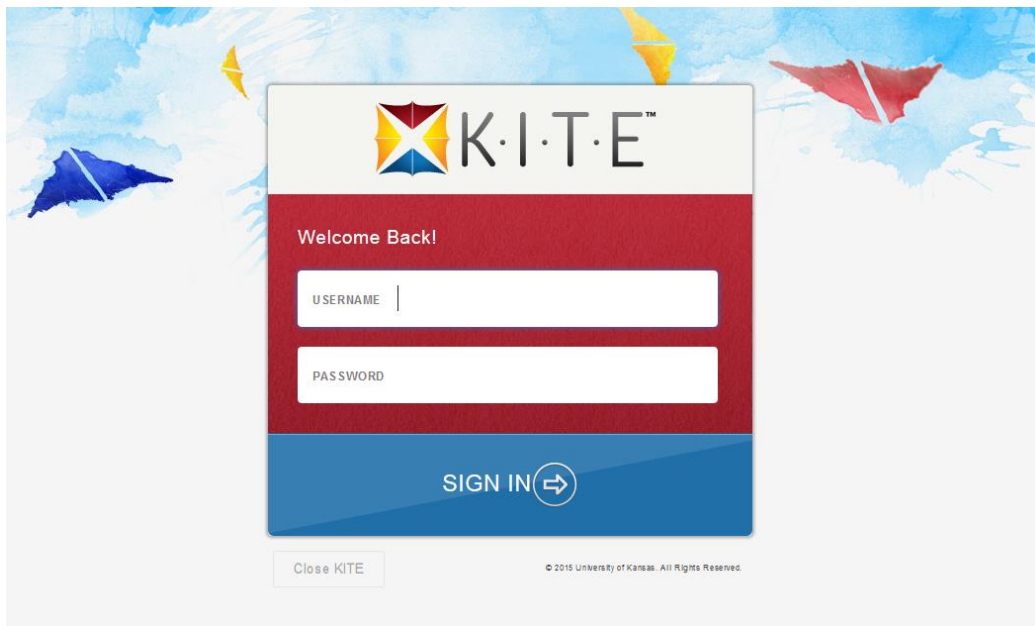
Please type in your username. [This is not the same as your name. Your username is part of your last name and part of your first name; you might also have a number. Find the line on your ticket that says “username.”]

Please type in your password. [Your password is a short word plus a number.]

Do not use capital letters.

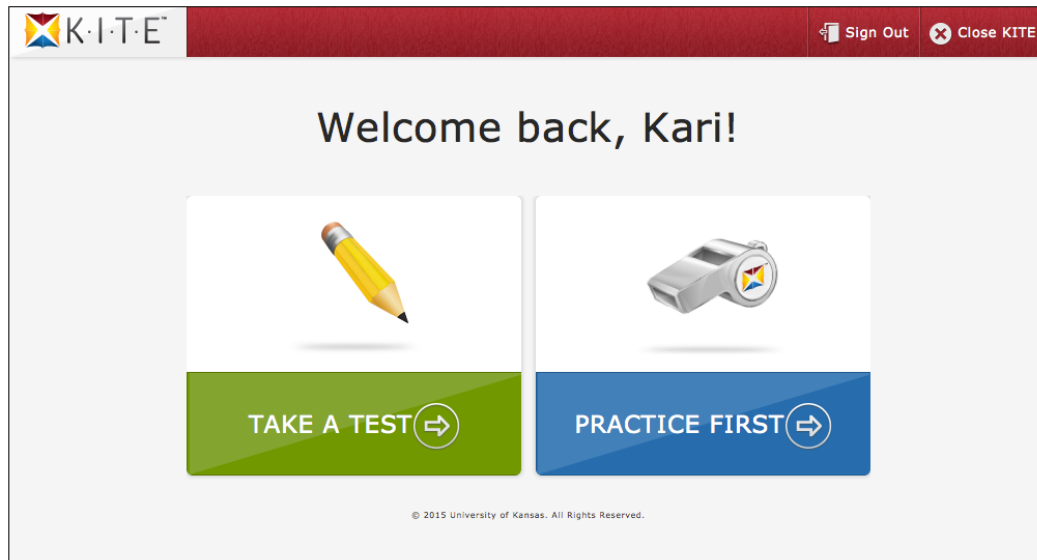
After you enter your username and password select “sign in.” Then stop and wait for the class.

Please raise your hand if you try and are having trouble. [Help your neighbor if they are having trouble. Please remember that helping means you tell them how to do something; do not do it for your neighbor. We want everyone to have a chance to practice.]

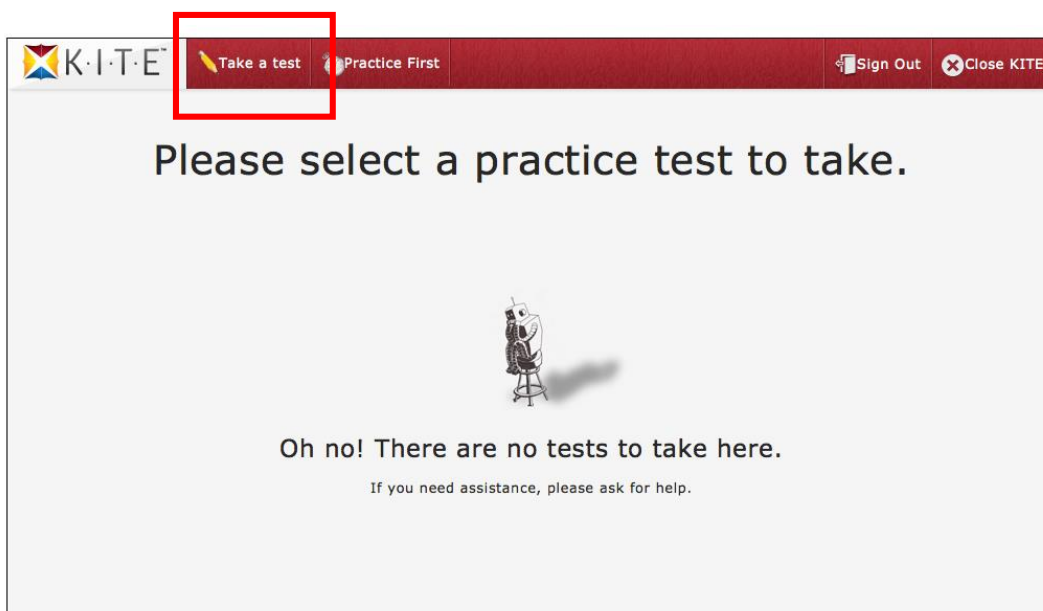


7. SAY

After you select “sign in” you will see a screen that says “Welcome back” and your first name. Select the green “Take a Test” button.



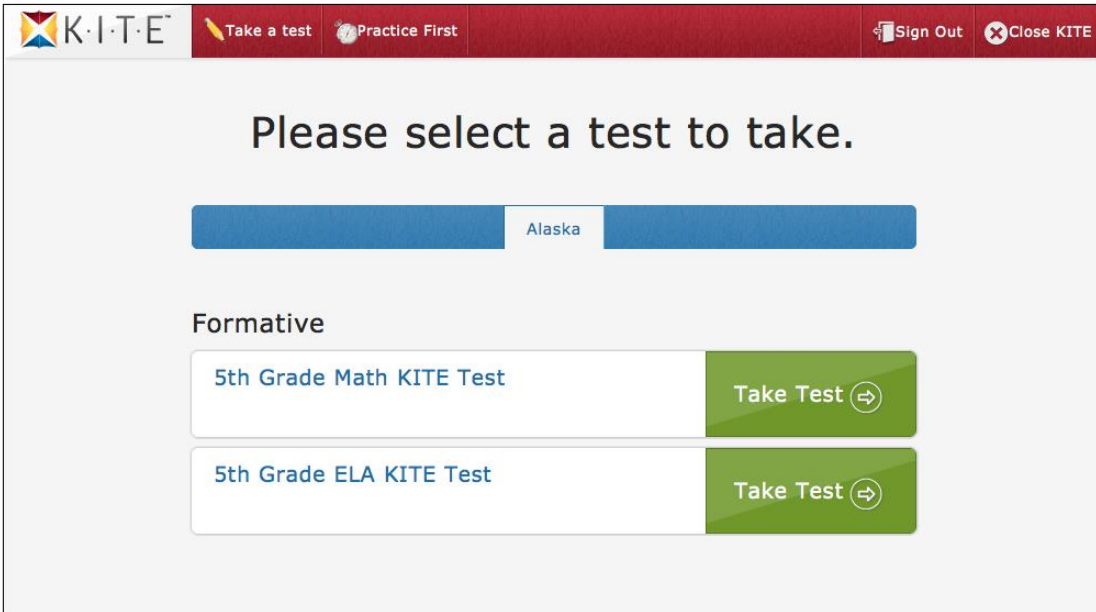
NOTE: If a student selects the blue Practice First button they will see this screen. Tell the student to select the Take a Test button in the top left corner.



8. SAY

After you select “Take a Test” you will see a screen that asks you to select a test to take. You may have 2 or more tests listed there.

Select the green “Take a Test” button for the [math; ELA] KITE test.



The screenshot shows the KITE (Knowledge in Test) interface. At the top, there is a red navigation bar with the KITE logo on the left, and buttons for "Take a test", "Practice First", "Sign Out", and "Close KITE" on the right. Below the navigation bar, the main content area has a light gray background. The heading "Please select a test to take." is centered. Below the heading is a blue horizontal bar with the word "Alaska" in the center. Underneath the blue bar, the word "Formative" is displayed. There are two rows of test options, each consisting of a white box with the test name and a green "Take Test" button with a right-pointing arrow. The first row is for the "5th Grade Math KITE Test" and the second row is for the "5th Grade ELA KITE Test".

Please select a test to take.	
Alaska	
Formative	
5th Grade Math KITE Test	Take Test →
5th Grade ELA KITE Test	Take Test →

9. SAY

The first page you will see is the Practice Test Directions. Some of these directions are written for teachers. The important information you need to know is on the bottom half of the page. Scroll down until you see Test Overview. I'll read these directions aloud to you.

5th Grade ELA KITE Test

English Language Arts

Practice Test Directions

The following practice test demonstrates a sampling of questions that will appear on the annual assessment and is NOT meant to illustrate the breadth, rigor, or complexity of content students will encounter on the operational test.

The purpose of this practice test is to familiarize students with the test delivery system, called KITE™. This practice test will not be scored and no results will be given. The subject content on this practice test does not cover all the content that students will encounter on the summative assessment and should not be used to inform instruction. Further, the practice test includes instructions on answering specific types of technology-enhanced questions. These instructions are embedded within the question; on the summative assessment, only the questions will appear.

[GO BACK](#) [BEGIN](#)

First half of directions. DO NOT READ.

English Language Arts Practice Test Directions

The following practice test demonstrates a sampling of questions that will appear on the annual Assessment and is NOT meant to illustrate the breadth, rigor, or complexity of content students will encounter on the operational test.

The purpose of this practice test is to familiarize students with the test delivery system, called KITE™. This practice test will not be scored and no results will be given. The subject content on this practice test does not cover all the content that students will encounter on the summative assessment and should not be used to inform instruction. Further, the practice test includes instructions on answering specific types of technology-enhanced questions. These instructions are embedded within the question; on the summative assessment, only the questions will appear.

Second half of directions. READ TO STUDENTS.

TEST OVERVIEW

This test has questions in several formats. For example, you may be asked to move something on the screen or to choose a word or phrase from a sentence or paragraph. You may be asked to choose one or more answer choices from a list. You might have to scroll to see the rest of a passage, question, or answer choice.

GENERAL DIRECTIONS

To flag a question for review, select the **flag** icon next to the question.

View another question by selecting **Next** or **Back** at the bottom of the screen or by selecting the specific **question number** at the top of the screen. You may review your answers or return to a previous question within the same part.

The **question status** bar at the top of the screen shows unanswered questions in **gray**, questions you have already answered in **green**, and questions you have flagged for review in **blue**.

If needed, use the **tools** on the left side of the screen to help answer questions.

10. SAY

Select the green “Begin” button on the Directions Page.

You will now see the first question on your screen.

The Tool Bar is on the left side of your screen. The Navigation Bar is at the top of your screen.

The directions at the top tell you how to answer the question. The question is below these directions.

Remember:

Try out all the tools that are in the tool bar on the left side of your screen. It is okay to click on it to see what it does.

This test is just for practice. You can ask for help.

The green triangle at the bottom of the screen is the “play” button for the recorded sound. Once you have your headphones on you can select that button to listen to the computer read the test question to you.

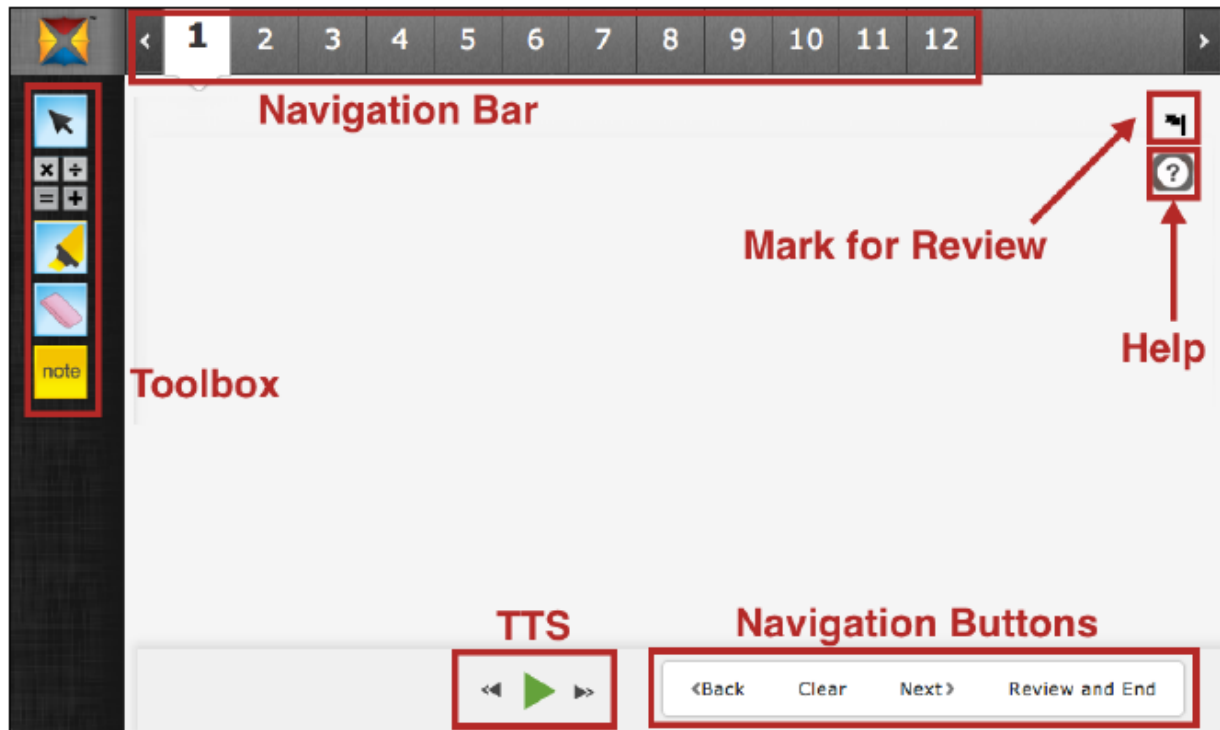
When you answer a question the navigation bar at the top of your screen will turn the number of that question GREEN with a CHECK MARK. **This means you selected an answer. It does NOT mean that you got it right. The test does not tell you if you answered a question right or wrong.** I have the answers to the questions and can tell you if you answered it correctly.

When you have answered all the questions you will see the Review Screen. Raise your hand when you get there. It looks like this. [Hold up poster of review and end screen in teacher resources section.]

VISUALS OF AMP TOOLS AND SCREENS FOR TEACHER REFERENCE

Test Screen: The Item will be in the center of this screen.

NOTE: for the AMP It Up Day! Test the technology directions are included above every item. For the Summative assessment in April the technology directions will be accessed by selecting the help icon.



Navigation Bar: This is at the top of the screen. A green box with a check indicates that the student has provided an answer. It does NOT indicate that the answer is correct.

The blue box with a flag indicates that the student has flagged that item to return to it. If the student leaves the item flagged it will still be scored.



Review Screen: Students will see this screen when they have answered all the questions and/or when they select the “review and end” button on the bottom right of any item.

Review: ELA Technology Practice Test

Are you done?

Red boxes ☐ mean you are not done. Ask your teacher for help.

Green checks ☒ mean you are done. You can choose end.

Your Progress

1	2	3	4	5	6	7	8	9	10
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
11	12								
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								









☒ Answered ☐ Not answered
☒ Answered and Marked for Review
☐ Not Answered and Marked for Review

GO BACK

END

Universal Tools: these tools are available to all students.

ELA Tool Bar


	Pointer
	Highlighter
	Eraser (erases highlights)
	Striker (crosses out answer choices on multiple choice items)
	Search (search word or phrase in ELA reading passage)
	Tags (attach tags to words or phrases of the ELA reading passage)
	Note (write on a sticky note)
	Guide (highlight a line of text and move the line down as you read)




Tags

CLEAR ALL


Please select a tag:




Main Idea




Supporting Detail




Key Word



Evidence









Reread This




Is this Important?

Math Tool Bar

	Pointer
	Standard 4-function calculator, available for grades 6-10
	Highlighter
	Eraser (erases highlights)
	Note (write on a sticky note)



TI-30XS Scientific Calculator Icon for grades 6-8



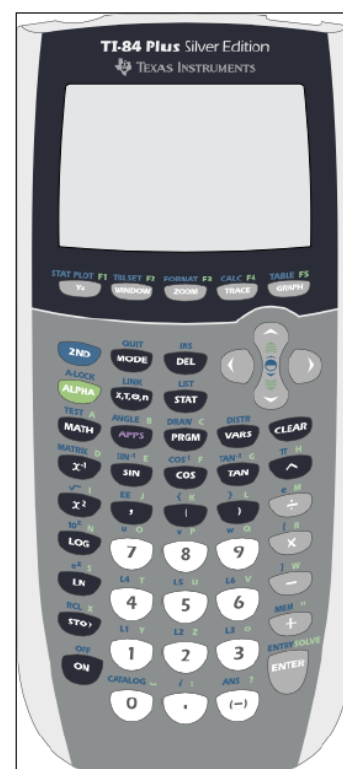
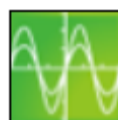
TI-84 Plus Graphing Calculator Icon for grades 9-10

Calculators available for students, by grade level..

Grades 6-8



Grades 9-10



Teacher Resources TOC

- 1. Grade levels for each item on the practice tests**
- 2. Poster for Testing Room**
- 3. Review Screen Poster**
- 4. KITE Client Icon Posters**
- 5. Contact Information for AMP It Up Day Poster**
- 6. AMP Educator Resources**
- 7. Answers for the practice test items.**
 - a. Elementary School (grades 3-5)**
 - b. Middle School (grades 6-8)**
 - c. High School (grades 9-10)**

GRADE LEVEL / ITEM

MATH

Math Elementary School

1. Grade 3
2. Grade 3
3. Grade 4
4. Grade 3
5. Grade 4
6. Grade 4
7. Grade 3
8. Grade 4
9. Grade 5
10. Grade 3
11. Grade 4
12. Grade 3
13. Grade 3
14. Grade 3
15. Grade 3
16. Grade 4
17. Grade 4
18. Grade 4
19. Grade 4

Math Middle School

1. Grade 6
2. Grade 6
3. Grade 6
4. Grade 8
5. Grade 6
6. Grade 6
7. Grade 6

8. Grade 6
9. Grade 6
10. Grade 6
11. Grade 6
12. Grade 6
13. Grade 6
14. Grade 6
15. Grade 6
16. Grade 6
17. Grade 6
18. Grade 6
19. Grade 6

Math High School

1. Grade 8
2. Grade 8
3. Grade 8
4. Grade 6
5. Grade 8
6. Grade 9
7. Grade 8
8. Grade 8
9. Grade 8
10. Grade 8
11. Grade 7
12. Grade 8
13. Grade 9
14. Grade 9
15. Grade 10
16. Grade 9
17. Grade 9
18. Grade 9

English language arts (ELA)

ELA Elementary School

1. Grade 3
2. Grade 3
3. Grade 3
4. Grade 3
5. Grade 3
6. Grade 3
7. Grade 3
8. Grade 3
9. Grade 3
10. Grade 3
11. Grade 3
12. Grade 3

ELA Middle School

1. Grade 6
2. Grade 6
3. Grade 6
4. Grade 6
5. Grade 6
6. Grade 6
7. Grade 6
8. Grade 6
9. Grade 6
10. Grade 6
11. Grade 6
12. Grade 6

ELA High School

1. Grade 9
2. Grade 9
3. Grade 9
4. Grade 9
5. Grade 9
6. Grade 9
7. Grade 9
8. Grade 9
9. Grade 9
10. Grade 9
11. Grade 9
12. Grade 9
13. Grade 9
14. Grade 9
15. Grade 9
16. Grade 9
17. Grade 9



AMP It Up! Day
testing happening
in this room!

REVIEW SCREEN

Review: ELA Technology Practice Test

Are you done?

Red boxes ☐ mean you are not done. Ask your teacher for help.

Green checks ☒ mean you are done. You can choose end.

Your Progress



- ☒ Answered ☐ Not answered
- ☒ Answered and Marked for Review
- ☐ Not Answered and Marked for Review

 GO BACK

END 









My district's contact info for getting help with AMP:

Technology director: _____

Building test coordinator: _____

District test coordinator: _____

Other: _____

AMP Help Desk

Toll free: 1-855-277-9752

Amp_support@ku.edu

AMP EDUCATOR RESOURCES

Where to find more information on AMP:

Purple Star on EED Homepage - <http://education.alaska.gov/akassessments/#c3gtabs-amp>
Teacher resources, timelines, video tutorials, brochures, etc.

The image shows two screenshots. The left screenshot is the EED homepage, featuring a navigation bar with links like HOME, PARENTS & STUDENTS, EDUCATORS & ADMINISTRATORS, DISTRICTS & SCHOOLS, and ABOUT EED. Below the navigation bar is a large banner titled "Preparing College, Career, & Culturally Ready Graduates" with icons for STANDARDS, ASSESSMENTS (highlighted with a red box and a red arrow), ACCOUNTABILITY, PARENTS & COMMUNITY, and SUPPORT. The right screenshot is the "Alaska Assessments" website, which has a navigation bar with links like Fact Sheets, FAQs, and Infographic. Below the navigation bar is a section titled "TECHNOLOGY PRACTICE TEST" with a list of resources and a table of usernames and passwords.

Alaska Assessments

Assessments | Alaska Measures of Progress (AMP) | Accommodations | Balanced Assessment System

TECHNOLOGY PRACTICE TEST

The Alaska Measures of Progress (AMP) Technology Practice Test is now available. The purpose of the Technology Practice Tests is to familiarize students with Alaska's new computer-based test delivery system (called KITE) and to give them an opportunity to practice the types of questions that will be on the AMP assessments.

The Technology Practice Tests are not meant to illustrate the rigor and complexity of the questions students will encounter on the test this spring. The Technology Practice Tests cover only a small amount of the content in the Alaska English Language Arts and Math Standards and should not be used to inform instruction.

To take the Technology Practice Tests:

1. Download the KITE Client (links and directions at <http://akassessments.org/kite>)
2. Follow these directions - pdf
3. Guidance for teachers with ideas on how to introduce students to the Technology Practice Tests - pdf
4. Technology Practice Test Answer Keys - ELA and Math - pdf
5. Technology Practice Test Videos - The following videos have been designed and created by the Anchorage School District. They are intended to be used by educators in the classroom to demonstrate the use of universal tools within the KITE test delivery engine.
[Introduction to the Technology Practice Tests, Grades 3-10](#)
[KITE Universal Tools, Grades 3-5](#)
[KITE Universal Tools, Grades 6-10](#)
[Accessibility Tools for the Technology Practice Test](#) - Demonstrations for use of auditory calming, magnification, masking, and text-to-speech
6. Usernames and passwords

Technology Practice Tests - General		
	Username	Password
Elementary school ELA and math (appropriate for grades 3-5)	amp.el	fish4
Middle school ELA and math (appropriate for grades 6-8)	amp.ms	zany9
High school ELA and math (appropriate for grades 9-12)	amp.hs	stard6

AAI AMP Website - <http://akassessments.org/>
Manuals for Educator Portal, video tutorials, sign up to be involved, etc.

The image shows the AMP Alaska website. The header includes the AMP logo and navigation links: ABOUT AAI, EDUCATOR RESOURCES, NEWS, and KITE. The main content area features a large banner with the KITE logo and a background image of a mountain landscape. Below the banner is a "QUICK LINKS" section with links to Technology Practice Tests, KITE Client Download, KITE User Manuals, Tutorials, & File Templates, Link to Educator Portal, Apply to Review AMP Items, and AMP Webinar Schedule & Recordings. The bottom section includes "NEWS" with dates and headlines, "UPCOMING" with dates and headlines, and "HELPFUL DOCUMENTS" with links to various documents.

AMP ALASKA

Technical Support: amp_support@alaska.gov
Toll Free: 800.277.9775

ABOUT AAI | EDUCATOR RESOURCES | NEWS | KITE

KITE

Technology Practice Tests

QUICK LINKS

- Technology Practice Tests
- KITE Client Download
- KITE User Manuals, Tutorials, & File Templates
- Link to Educator Portal
- Apply to Review AMP Items
- AMP Webinar Schedule & Recordings

NEWS

01/05/2015 **KITE Client for Mac now supports OS X Yosemite** We are pleased to announce an updated release of the KITE Client that supports Apple OS X Yosemite.

01/05/2015 **KITE Client for iPad updated** The Alaska Measures of Progress is pleased to announce an updated release of the KITE Client for iPad.

10/05/2014 **KITE Client App for iPad Released** The KITE Client App for iPad is now available for download from the App Store.

UPCOMING

January 16 **Deadlines for Admin Users: Educators to Educator Portal as needed for Formative Results**
See [KITE Documentation](#) for more information.

January 16 **Deadlines for Enrollment Unlocks for all Students Taking Computer-Based Assessments**
See [KITE Documentation](#) for more information.

HELPFUL DOCUMENTS

- AMP Information Document (pdf)
- AMP Introduction for Educators (pdf)
- AMP Test Overview (pdf)
- Parent Guide to Alaska's New Assessments (pdf)

AMP It Up! Day

Answer Keys

Elementary School English Language Arts

1.

Over many **weeks** of **practice**, Suri became **great friends** with Marlena. They would go to each other's house to play. **Both girls** wished they **go** to the same **school**.

2.

Hermit crabs are **funky** animals! They do not live in shells they grew themselves. Instead, they find old shells and live in them. When they grow bigger they move to another, bigger shell.

3.

Fact
There are over 300 animals at the zoo.
People can ride a train to tour the zoo.

Opinion
The zoo is the best place to go for bird-watching.
Riding the train is a fun activity for everyone.

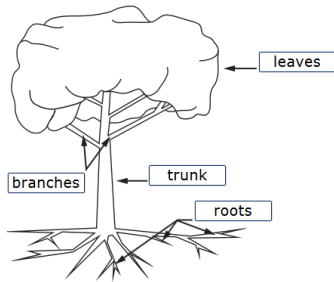
4.

Meeting new people can be scary. ▾ You may not be sure what to do. You could be feeling shy, but you should try to make friends. They will be glad to help you. Soon, your fears will disappear.

5.

Rosa Bonheur lived in France and **paints** ▾ horses.

6.



7.

"Claire, may I talk to you for a minute?" Coach Lydia asked.

"Of course," exclaimed Claire as she walked over to her coach.

"You are doing a wonderful job at gymnastics," said Coach Lydia.

"Thank you," smiled Claire.

8. D: Two-toed sloths and three-toed sloths are interesting animals.

9. C: Their arms are much longer than their legs.

10. A,E: the food they eat; how slow they move

11. A: mix

12. C : to help the reader find information about three-toed and two-toed sloths

Elementary School Math

1.

Day 2

Day 1

Day 3

2.

Round Up

35

46

89

Round Down

14

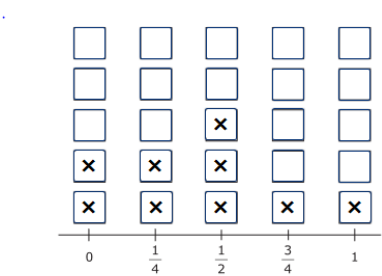
22

61

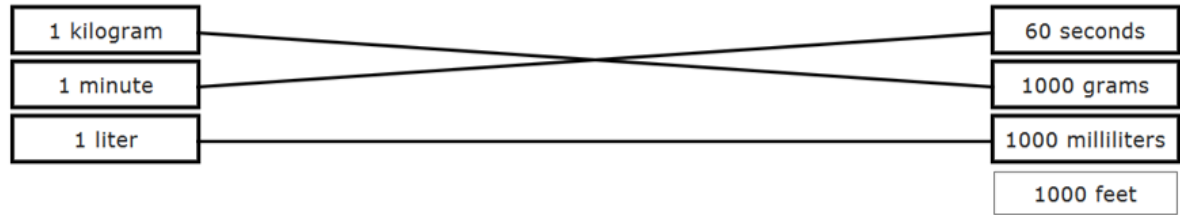
3.

$\frac{1}{2}$	=	$\frac{2}{4}$
$\frac{1}{2}$	>	$\frac{1}{4}$
$\frac{1}{2}$	<	$\frac{3}{4}$

4.



5.

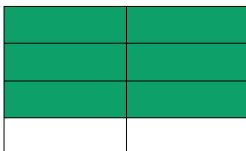
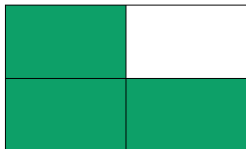


6.

123.3 < 123.34

250 > 205

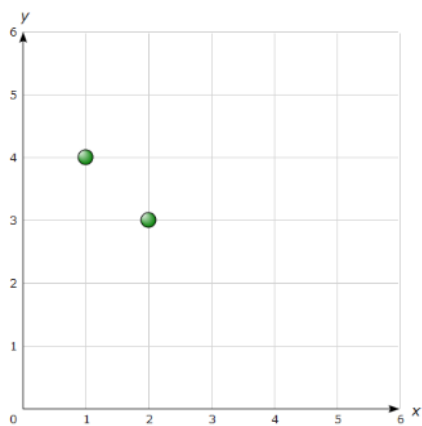
7. Here are three ways to shade $\frac{3}{4}$.



8.



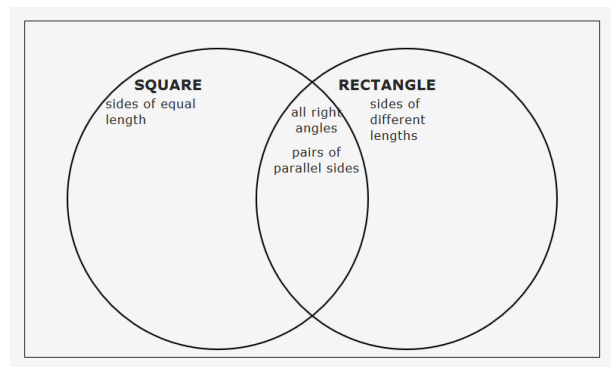
9.



10.

	True	False
$\frac{2}{3}$ is equivalent to $\frac{3}{2}$	<input type="radio"/>	<input checked="" type="checkbox"/>
1 is equivalent to $\frac{3}{3}$	<input checked="" type="checkbox"/>	<input type="radio"/>
$\frac{3}{6}$ is equivalent to $\frac{1}{2}$	<input checked="" type="checkbox"/>	<input type="radio"/>
2 is equivalent to $\frac{6}{6}$	<input type="radio"/>	<input checked="" type="checkbox"/>

11.



12.

What is $5 + 7 - 6$? Enter your answer in the box.

6

13. A, C, E: Rectangle; Square; Rhombus

14. B: $4 + 4 + 4 + 4 + 4$

15. C: $20 \div 2 = 10$

16. B: 23 pieces

17. B: 12 days

18. B: 9 pencils

19. C: 48 ounces

Middle School English Language Arts

1.

Astronauts have to **where** special clothing in outer space to **protect** them. Humans could not normally **survive** in an environment with no air pressure, **no** oxygen, and **extreme** temperatures. Space suits, however, are **specially** built to protect astronauts in that environment. Oxygen is piped in from a tank into the astronaut's mask, and the **suit** creates air pressure. **Diffrent** layers inside the suit protect the astronaut when it gets really hot or really cold.

2.

Heidi is one of my favorite books. It was written by the Swiss author **Johanna** Spyri. "On the Pasture" is an interesting chapter. It describes **Heidis** adventure to the pasture with Peter.

3.

Fact

The world's population is growing at an estimated rate of 200,000 people a day.

Scientists believe that people are living longer mainly due to improved health care.

Opinion

This growth rate is too fast, and actions should be taken to decrease it.

Population growth can be a difficult issue to address because improved health care is a good idea.

4.

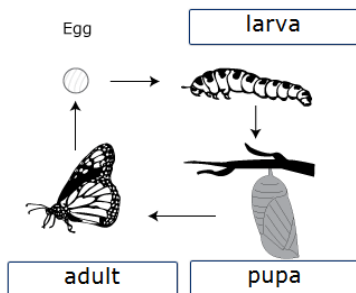
Polaris is a **helpful** star because it never moves. It's sometimes called the North Star because it is **above** the North Pole. **Travelers** who are lost can find their way by looking at the North Star. If you know which direction north is, you can find the other directions and go on your way.

5.

The writer of "The Blue Flannel Shirt" is Edgar Guest. Edgar Guest was born in Birmingham, England, in 1881. Later, he moved to the United States with his family. He wrote his first poem in December of 1898. When Edgar Guest was older, he became known as the People's Poet because he was so popular. Then, he became even more well known when he hosted a radio show in Detroit from 1931 to 1942. It is estimated that he wrote as many as 11,000 poems.

6.

Life Cycle of a Butterfly



7.

Goats are amazing animals.

They provide milk, meat, hair, and skins.

Furthermore, goats are one of the oldest domesticated animals.

This means humans raised them to live with humans instead of in the wild.

8. C: Jane Addams helped the poor and women.

9. A: people who move

10. C: It shows how Jane Addams helped individual people.

11. C: "She was a vice president of the National American Woman Suffrage Association."

12. B, C: to help the reader relate to Addams; to connect the information to the reader's life

Middle School Math

1.

-13	-3	-1	0	6	8	14
-----	----	----	---	---	---	----

2.

Area

$\frac{1}{2} \cdot (\text{base} \cdot \text{height})$

length \cdot height

Perimeter

$2 \cdot (\text{length} + \text{height})$

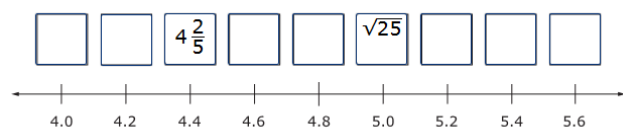
$4 \cdot (\text{length})$

sum of all sides

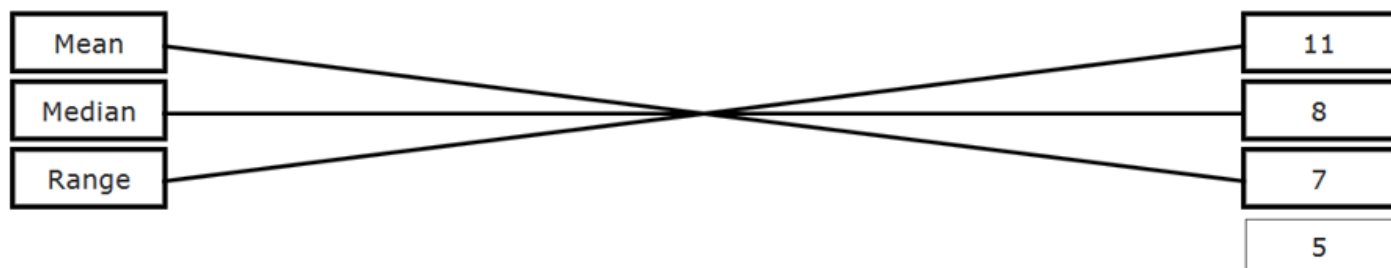
3.

Expression	Value
$\frac{1}{6} + \frac{2}{3}$	Less than 1
$\frac{3}{2} - \frac{2}{3}$	Less than 1
$\frac{4}{6} \cdot \frac{3}{2}$	Equal to 1
$\frac{3}{2} \div \frac{2}{3}$	More than 1

4.



5.



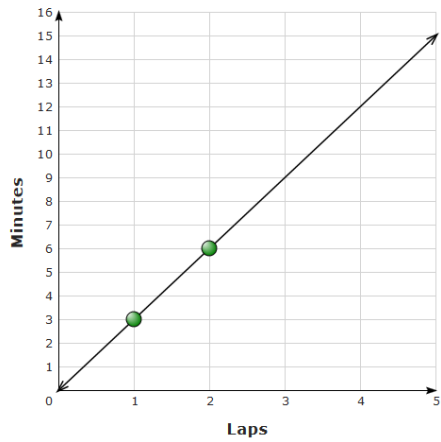
6.

-3 < 3

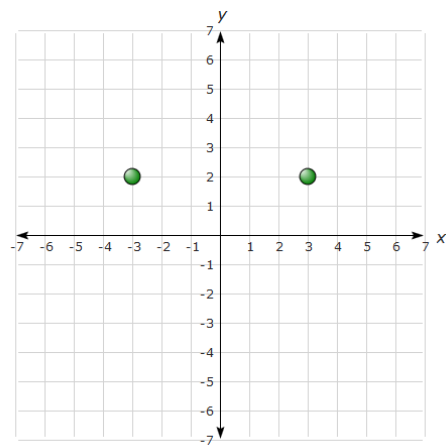
-1 > -2

|1| = 1

7.



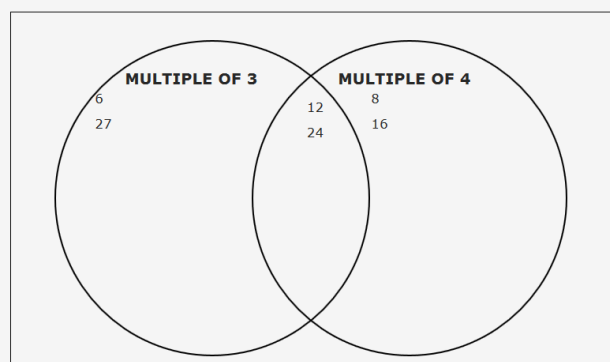
8.



9.

	True	False
$ 2 = -2 $	<input checked="" type="checkbox"/>	<input type="checkbox"/>
$ 4 + 1 = -4 - 1 $	<input checked="" type="checkbox"/>	<input type="checkbox"/>
$ 2 = - -2 $	<input type="checkbox"/>	<input checked="" type="checkbox"/>

10.



11.

What is the value of x in the equation $8 - x = 10$? Enter your answer in the box.

$x =$

12. B, C, D: Rhombus; Rectangle; Square

13. D: $|-5| = 5$

14. B: $-|30|$

15. C: $x - 53 = 271$

16. B: -1

17. C: \$20.00

18. C: $d - 10$

19. B: 12 chairs

High School English Language Arts

1.

Contemporary research has shown that some foods can **enhance** emotional states and make you feel good. For example, folic acid and vitamin B12 help to **regulate** one's moods. An example of a dish rich in both these "feel-good" compounds is chicken salad made with lettuce and lean chicken breast. **Additionally**, fruits and vegetables are high in antioxidants that can improve one's overall health. Antioxidants can also be minerals such as selenium, which works to **diminish stress** levels. Foods rich in selenium include beans, meat, dairy products, nuts, and seafood. Seafood, **predominantly** fish, is rich in omega-3 fatty acids that can lower the risk of **depression**.

2.

Jem and Scout were relieved to learn that **Boo** Radley would not be implicated or unjustly indicted in the unfortunate series of events that had occurred. Although they started off being fearful of **Boos** ghoulish and mysterious ways, in the end they perceived him as a **Hero**.

3.

Fact
The word "athlete" comes from the Greek word "athlētēs," which means to compete for a prize.
In ancient Greece, most prizes were of either material value, such as money, or of symbolic value, such as wreaths of leaves.
However, some prizes held both material and symbolic value.
For example, at the Panathenaic games in Athens, it was common for victorious athletes to be presented with tall jars of olive oil painted with athletic scenes.

Opinion
There could not be a more appropriate term to describe participants in competitive sporting events.
The modern Olympics should have followed the latter tradition more closely.

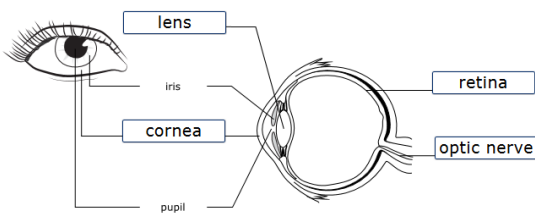
4.

Light comprises both photons (light particles) and waves. During constructive interference, photons **act** as waves as they travel through space. When **these** waves are "in-phase" with each other (occur simultaneously), they combine or interfere with each other to become **stronger**. The additive effect of combined waves is typically perceived by the human eye as rippled or striped splotches of light.

5.

Famed American novelist John Steinbeck was born in 1902. Many fans are surprised to hear that Steinbeck never earned a college degree—he dropped out and worked as a manual laborer before he achieved any writing success. **In fact**, it took him until the age of 33 to reach financial independence through writing. Most of Steinbeck's works, including his landmark novel *The Grapes of Wrath*, were inspired by his own life experience. He earned a Pulitzer Prize for that novel, which was arguably his finest work, in 1939. Steinbeck's final, incomplete work was published posthumously in 1976. **Incredibly**, over half a million copies of Steinbeck's cherished works continue to sell each year.

6.



7.

The era termed the Industrial Revolution is named according to the vast changes that occurred in England's agriculture, manufacture of textiles and metal, transportation, economic policy, and social structure.

Although "revolution" implies an abrupt change, the changes that occurred were actually quite gradual, occurring for a period of roughly 90 years.

It is generally agreed that this period began in the late 1700s, when home manufacturing using hand tools or basic machines gave way to specialized machines and mass production.

While a much-improved standard of living soon followed for a number of people, the poor and working classes still suffered.

For example, factory workers faced low wages and dangerous working conditions in addition to limited job security.

8. C, E: offered; provided

9. D: to be certain

10. D: The article generated public interest

11. D: He was accused of stealing.

12. B: At first, people think he is senseless; later, they think he is dishonest.

13. B: a set of claws

14. D, E: The viscid thread is comparable to rubber in elasticity, but has more strength. The dragline thread is comparable to steel and Kevlar® (bulletproof material) in stiffness, but is more elastic and able to absorb higher impact.

15. C: The reaction has nothing to do with the thread's exposure to air once it exits the spider; rather, scientists believe it has to do with the act of pulling on the thread that realigns the molecules into a solid form.

16. A: general information about spiders, specific kind of spider, spider webs and spider silk, scientific study of spider silk

17. D: grip

High School
Math

1.

-1

$\sqrt{0}$

$\sqrt{1}$

$\sqrt{2}$

2

$\sqrt{5}$

2.

Rational Numbers

$\frac{2}{3}$

3.14

$3\sqrt{2} \cdot \sqrt{8}$

$\overline{.7}$

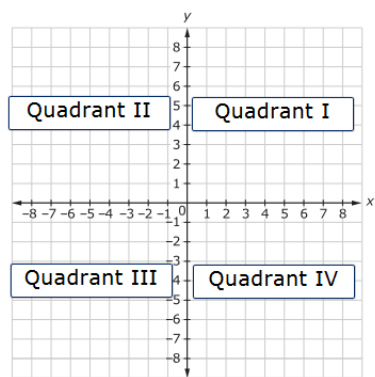
Irrational Numbers

$\frac{\sqrt{2}}{2}$

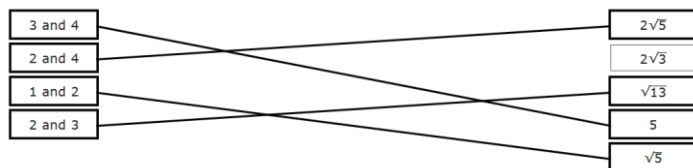
3.

$\frac{1}{3}$	Rational
$\sqrt[3]{6} + \sqrt[3]{3}$	Irrational
$\sqrt{9}$	Rational
$\sqrt[4]{20} - \sqrt[4]{4}$	Irrational

4.



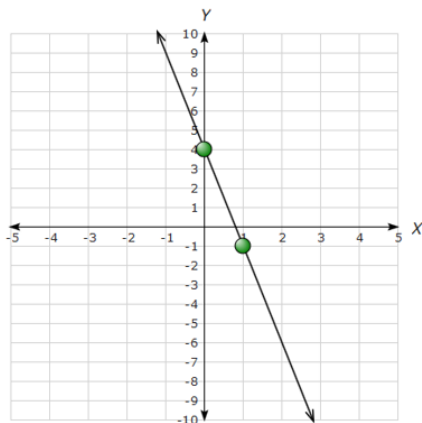
5.



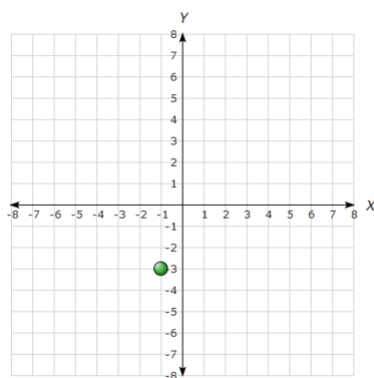
6.

The domain of the function is except .

7.



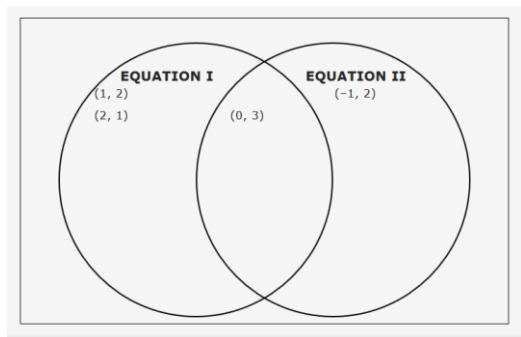
8.



9.

	Rational	Irrational
$\frac{3}{5}$	<input checked="" type="checkbox"/>	<input type="checkbox"/>
$\sqrt{7}$	<input type="checkbox"/>	<input checked="" type="checkbox"/>
$2\sqrt{2} \cdot 3\sqrt{8}$	<input checked="" type="checkbox"/>	<input type="checkbox"/>
$0.\overline{13}$	<input checked="" type="checkbox"/>	<input type="checkbox"/>

10.



11.

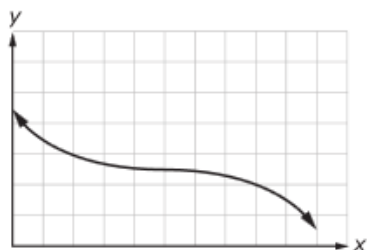
What is the value of m in the equation $2m - 5 = 9$? Enter the answer in the box.

$m =$

12. A, C, F: $(0, -6)$, $(1, -2)$, $(2, 2)$

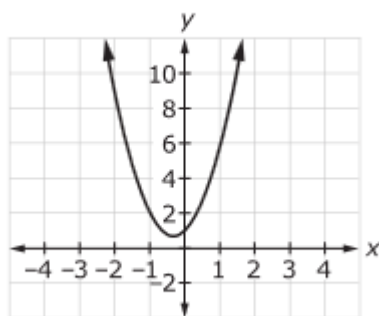
13. C: from noon to 1:00 p.m. and 2:00 p.m. to 3:00 p.m.

14. B

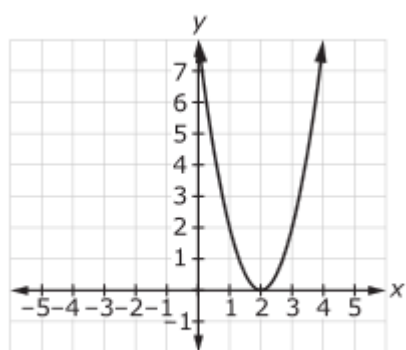


15. B: $\frac{14}{3}$

16. A



17. B



18. D

